**Management Priorities 2014**

* Track adoption of IPM practices in schools and disseminate economic, environmental and/or health impacts of IPM. Educate policy makers about the needs and benefits of IPM in terms of dollars, health, environmental and academic performance.
* Identify and piggyback with ongoing environmental health efforts and coordinate with partners in promoting IPM to help schools and childcare facilities meet health, high performance and safety, economic, and energy efficiency goals.
* Create job-specific IPM guidelines for roles within schools including management, facility and grounds maintenance, custodial, food service, school health, instructional.
* Develop IPM decision-making tools.
* Identify, educate and activate appropriate school-related organizations to embed IPM into the organizational culture.
* Recognize schools, organizations and PMPs for practicing verifiable, high-level IPM and provide incentives.
* Develop realistic goals for high level IPM in schools by 2020.
* Promote inclusion of IPM in certification standards, e.g., USGBC, Green Seal.
* Coordination with state agencies (e.g., posters for schools, packets for teachers).
* Increase funding for management, coordination, education, research and implementation, e.g., outreach to non-traditional funders for IPM STAR, establish a travel fund to support interstate travel for school IPM coordinator and applicators.
* Establish demonstration schools in each state, including states that have not had pilots in the past and underserved school districts.
* Provide funding for school assessments including active participation by local actors (e.g. Extension, public health agencies) to prioritize needed improvements in individual school systems (e.g., IPM STAR).
* Expand expertise into public health, wildlife, school officials and medical professionals.
* Establish a go-to-person for assistance in each state.
* Strengthen support for struggling states.
* Develop national school IPM coalition of stakeholder organizations to coordinate implementation of proven approaches nationwide.
* Establish a relationship with IPM Voice (allow for advocacy). Send priority list to IPM voice so they can advocate.

**Educational Priorities 2014**

* Develop and utilize educational methods to provide education and hands-on training for custodial, maintenance, kitchen and grounds staff, school nurses, facility directors, administrators, teachers and IPM coordinators. Provide training for IPM coordinators to improve effectiveness in their role.
* Partner with pest management professionals (PMPs) and organizations to create and implement effective, economical IPM service relationships.
* Create best management practice for schools to use with vendors of pest management services, design and construction services, custodial services, food and drink product service providers, etc.
* Improve superintendent, principal and teacher pre-service training courses and develop curricula for training Extension, state legislators and other change agents
* Create multi-state coordinated train-the-trainer programs on School IPM, e.g., resources for peer-to-peer training.
* Provide IPM and health information to teachers, support staff, department of education, parents and administrators, e.g., common display content that allows each state to use their own logos
* Create basic awareness and understanding of the concept of IPM (and the acronym) among mass media which can be used to educate the general public about IPM, e.g., develop bed bug information in ‘lay’ language, create fact sheet marketing IPM and develop organizational chart of IPM entities.
* Market IPM in conjunction with other environmental improvements.
* Implement/promote K-12 curriculum-based education and encourage inclusion of IPM in education standards. Promote IPM Service Learning, e.g., using school buildings/grounds and community settings.
* Create pesticide education program at national level to target schools.
* Educate school IPM coordinators/facilities director on how to interpret service tickets/invoices from pest control providers, e.g., develop a model IPM service resource for use in promoting easily understood and comprehensive service.
* Develop web-based distance education through extension.
* Outreach to schools and the public about turf management options that are sustainable, organic, and/or use IPM management practices.
* Promote inclusion of IPM lessons into teacher education programs at universities and develop web-based distance education through extension.
* Allow participants input early in the process when implementing demonstrations or coalitions.
* Promote IPM STAR evaluator training.
* Create Spanish language materials.
* Create more interactive/downloadable based training materials, e.g., develop a YouTube subcommittee to organize production with other workgroups to develop content topics and scripts and create IPM coordinator video testimonials.
* Coordinate and piggyback education efforts with parallel efforts, e.g., ‘Tools for School’s type programs, e.g., participate in trade shows/health expos, etc.
* Develop speaker resources (bureau) by region, organized by driving distance.
* Revisit working group marketing and outreach strategies, e.g., develop learning labs which travel from school to school covering specific pest topics.

**Research Priorities 2014**

* Identify effective least-risk products and tools to manage pests and measure IPM continual improvement.
* Research the cost of IPM, including: implementation and education versus conventional pest management. Conduct a cost analysis for misapplication of pesticides (indoor and outdoor); calculate the cost savings of exclusion practices, research effectiveness of pesticides/pest treatments.
* Research IPM impacts on indoor and outdoor school environmental health, e.g., school well water, school gardens, use of adjacent properties, children’s health, (asthma, allergies, absenteeism, grades, ADHA), academic performance and safety factors.
* Research and evaluate outreach methods to determine most effective methods of school/community audiences.
* Evaluate building design, construction, renovation and maintenance criteria.
* Develop analysis tools and conduct in-depth inspections of schools to determine what pest management practices are really being used.
* Efficacy of training methods for school-district based IPM coordinators, custodians and teachers.
* Research corporate avenues for financial support of high level IPM in schools, e.g., cleaning and supply companies.
* Potential cross-over benefits of school IPM, e.g., impact school IPM has on improving the greater community.
* Raise awareness of and attitudes towards IPM among school community members through the assessment of their satisfaction with IPM, e.g., success stories of IPM adoption.
* Research the geographic distribution of pest species and range of expansion.
* Research the most effective methods for third-party assessment of the quality of services provided to schools by pest management professionals.
* Compile, update, and evaluate state requirements and resources for school IPM.

**Regulatory Priorities 2014**

* Establish IPM policies in school systems to institutionalize a commitment to IPM.
* Identify and promote interagency cooperation among regulatory, environmental, health, insurance, education, state and Federal, Cooperative Extension and other agencies.
* Create and mandate minimum standards for school IPM at federal level established through high level IPM training/licensing for pest management professionals.
* Implement and enforce existing IPM laws and policies at the highest level of economic and regulatory accountability.
* Work to incorporate IPM strategies into building codes.
* Develop organizations and strategies for influencing change that will result in state Department of Education, Health and Safety regulations and policies that call for IPM, e.g., seek state legislator champion to present successful legislation at NCSL annual conference.
* Quantify costs to regulatory agencies for enforcement of school IPM regulations and advocate for funds, e.g., increase funding for the enforcement of existing regulations including compliance by commercial pest management professionals and other businesses providing services to schools, and for evaluating pesticides-use records submitted to state-lead agencies in states with mandates reporting for compliance.
* Develop a model compliance agreement for use by state lead agencies with violators of states pesticides and/or school IPM regulations, i.e., regulations with “teeth”.
* Fund consultant services for IPM compliance assistance to provide schools with access to experts who can identify opportunities for improvements.
* Establish or use existing diverse local stakeholder committees to advocate for policies and procedures that implement proven IPM strategies and practices, e.g., develop and disseminate a protocol for grassroots implementation to increase effectiveness of local advocates, partner with National Pest Management Association, Beyond.
* Review pesticide labels for risks to children in school/childcare setting.
* Complete overhaul of signal words on label (ability to easily ID low impact or reduced risk pesticides by EPA). Encourage EPA to create a database of low impact pesticides that uses searchable terms that allow one to easily identify low impact or reduced risk pesticides, based on MSDS and label information which define low impact.
* Establish minimum students’ rights for environmental health standards in schools and include students and teachers in OSHA-like protections.
* Advocate for a requirement for continuing education of school nurses on IPM.
* Evaluate regulatory approaches to use of EPA exempt (25b) products and determine if these products are accessible for use by schools under existing state and federal regulations.